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OFFICE OF TRAINING

DIRECTIVE

COURSE: Instructor Training

SUBJECT: Training Management

HOURS: 1

METHOD OF PRESENTATION: Lecture & discussion

INSTRUCTOR: [REDACTED] & ISSX1A  
Staff Panel

OBJECTIVES OF INSTRUCTION: To acquaint students with the considerations necessary for the management of training facilities in the field; to emphasize the responsibilities of the instructor in field training situations; to discuss problems of translation and the use of interpreters; to familiarize the student with the agency support facilities and procedures relating to overseas training projects.

SUMMARY OF PRESENTATION:

OTHER VARIET COPY NO. 922

SUBJECTS WITH WHICH COORDINATION IS REQUIRED:

REFERENCES: 7-40.10/9: Training Management.

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No Change in Class. <input type="checkbox"/>
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Auth: HR 70-2
Date: 5 OCT 1978 By: 22

REMARKS: This lecture is given only for overseas personnel. 3 members for the panel with backgrounds and knowledge of overseas instructional methods and practices required.

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TAB

Instructor Training Course

Lesson Plan

Title : Training Management 50 Minutes

Objectives : 1. To acquaint students with the considerations necessary for the management of training facilities in the field  
2. To emphasize the responsibilities of the instructor in field training situations  
3. To discuss problems of translation and the use of interpreters  
4. To familiarize the student with the agency support facilities and procedures relating to overseas training projects

References : 7-40.10/9, "Training Management"

Personnel : 3 members for panel with backgrounds and knowledge of overseas instructional methods and practices

Training Aids: Felt board and material

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I. Presentation

A. Introduction (Motivation) 5

1. Discussion of what is included in the term "training management"
2. Discussion of specific points in reference material
3. Discussion of additional points raised by students

B. Panel Discussion 40

(Discussion topics for the students to the panel and panel leader)

1. Trainee problems
  - a. vary as to educational background
  - b. lack practical experience
  - c. have little or no interest in subject
  - d. have fear of exposing ignorance
  - e. have little or no native ability
  - f. lack ability to study
  - g. fatigued
  - h. lack physical fitness
  - i. subject to extraneous pressures
  - j. dislike of instructor or members of cadre
  - k. fail to see any value in the course
  - l. need individual help

Minutes

2. Instructor's problems

a. Interpreters

- (1) choosing and preparing for use of an interpreter
- (2) mechanics of using an interpreter
- (3) controlling interpreter

b. has not mastered skill and knowledge

c. fails to improve teaching

d. lacks interest and understanding of students needs

e. lacks ability to analyze

f. is too technical

g. is not a good manager of the class

h. doesnot plan in advance

i. has not sold himself to the trainees

j. does not have available training aids

k. does not check training area

l. does not know how to explain democracy

3. Administrative problems

a. unsatisfactory places for holding classes

b. limited reference material

c. teaching equipment needed

d. size of class

4. Summary

II. Critique of above

5

III. Critique of lesson method (issue student check sheets)

Total Time

50

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Security Information

7-40.10/9

### TRAINING MANAGEMENT

No instructional program is without its administrative problems. In many instances the instructor will find it necessary to manage his own instructional program. He will be confronted with problems pertaining to the trainee, to the training area and the project administration, and to his own shortcomings as an instructor.

The effectiveness of training programs given in overseas areas is reduced because of a number of barriers readily discernible. These problems may be considered under such general headings as security, language barriers, and support arrangements. These obstacles need not render an instructor totally ineffective and, in fact, may be overcome to a great degree through early recognition of the problems and proper preparation to meet them.

It is the purpose of this paper to present some of these difficulties and to suggest ways of coping with them. With some previous knowledge of training management, it is expected that each instructor will anticipate his training situation and consider ways and means of alleviating some of his administrative problems.

Trainee problems. One of the principal problems is that of the learning difficulties of the trainee. Most of them are in individual problems and with intelligent direction can be minimized or eliminated entirely.

Each instructor may expect some trainees to:

- a. Vary as to educational background. We can expect there to be such a wide variation in the previous schooling of the trainees that it will be difficult to group them in classes, according to scholastic standing. One of the difficulties to be encountered, therefore, is the necessity for grouping college, secondary school, and elementary school students. The ability to learn does not, however, depend entirely upon grades completed in any school system. Many will have acquired considerable education since leaving school.

As a functioning classroom group, the ability to comprehend will vary appreciably. The instruction should be geared to the slow learners. The trainees that are able to move along rapidly should be utilized to help the slow learner grasp the material which is being taught. This is a distinct possibility where differences in military rank exist among the students. In this manner the trainees experiencing difficulties are brought up to the same level as the group, and the material being presented can be accelerated. The problem here is that the instructor, in fact, may be running more than one training program within a group.

This wide variation in educational background necessitates more individual assistance for those who are unable to keep up with the normal progress of the class.

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- b. Lack practical experience. A large percentage of the trainees may lack experience as a background upon which to build new information and ideas. Not having had practical experience in subjects which they may have to learn, they are unable to learn through the ear alone. Appeal must be made through all the senses—eye, ear, and hand. Most people can think in a practical way when the teaching is based upon some experience which they have had. Under camp conditions it is not always possible to provide practice to fix an idea, but the instructor can in many parts of each lesson give practical application of the idea through an illustration, by citing a case, making reference to practical examples, or by giving a demonstration.
- c. Have little or no interest in the subject. The assumption is that all trainees are properly motivated for the instruction or they would not have volunteered or been selected, nevertheless, for given periods of subject instruction some trainees may have no interest. They may be indifferent, lack ambition, have no objective, and in general fail to respond to any motivation. This great lack of interest, varying to such a wide degree, presents a problem to the instructor.
- d. Have fear of exposing ignorance. Many men may resent formal training, because they do not want to expose their ignorance. They are timid, awkward, hesitant in asking for help, and, because of their inability to express themselves clearly and their fear of being laughed at, they resent being called upon to participate in a group discussion. They are anxious to do something with their hands. When this fear of exposing ignorance is apparent, the instructor should be patient in gradually removing it through tactful management of the individual. Each instructor should consider and understand native backgrounds or cultures of his trainees and adapt his instruction to their characteristics.
- e. Have little or no native ability. A wide variety of the native ability of the trainees exists. Some are capable of making rapid progress in the development of skills. Others have no ability to do anything of a manipulative character. Many have had no chance to develop their talents. The instructor must assist in the evaluation of the trainee during the training program after he has been accepted for training. The difficulties of recruitment often make it impossible to check the degree of skill any trainee may possess. Recruitment errors are always sources of problems for instructors.
- f. Lack ability to study. Few have been taught how to study. They have had little or no experience in looking up material for themselves. If they are to be trained more effectively, they must set up new habits of acquiring information. The method of study should be shown to the trainee by the instructor to fit the instruction.
- g. Fatigued. It will be found that many of the trainees come to classes

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in a very much fatigued condition. They are tired after calisthenics, a hike through the woods, or on a previous night project. They may be sleepy, and become tremendously more so when they come into a warm room for instruction.

In some instances the training being given will take place after the trainee has completed a full day's work. The instructor should use his discretion in the length of time he plans to instruct in any one evening. Such factors as the type of work, hours of work, traveling time, and the general physical being of the trainee must be considered in scheduling after hours instruction.

If during training the trainee is showing signs of tiredness, it is essential to shorten the training sessions since what you may be teaching may have little or no value in his tired condition. This will mean that the training course will be lengthened as well as slowed down; however, the consideration of the student is a prime requisite. The rapport you establish may well pay large dividends after the instruction is completed and the trainee starts to work with your team.

- h. Lack physical fitness. It is the duty of the instructor to report to the responsible personnel those trainees in need of medical attention.
- i. Be subject to extraneous pressures. Interests outside the camp such as a friend, family welfare, belongings, and so forth, may interfere seriously with group instruction.

Even though recruitment does bring to the training area men who are highly motivated, it is reasonable to assume that a primary problem concerning most of these men is the safety of their relatives behind the "curtain." This is a major problem in many areas. An instructor must do everything possible to have these problems reduced. In addition, he can help to remedy the situation by:

- (1) Making the training so attractive and valuable to the trainees that outside interests become of less importance.
  - (2) Setting up the program of instruction, so that the trainee's schedule will be complete for the full day. This may reduce the time given to thoughts of outside interests.
  - (3) Providing time for recreation. Native music, games, sports, reading material, movies, and political discussions help to absorb the trainee's time in a pleasant fashion.
- j. Dislike the instructor or member of cadre. The conditions on some projects may develop an undesirable attitude on the part of the trainee toward some members of the staff. Personality conflicts cannot always

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be avoided. If a trainee dislikes the instructor, every effort should be made to correct this condition since the trainee can contaminate other members of his group and thereby cause a greater disturbance. This situation can best be handled if it is recognized early. If fairness plus an appreciation of the native culture are displayed in the classroom, this difficulty may have only a slight effect upon conditions. To remove the student from training is not always the solution since he then becomes a problem for disposal. The instructor should make every effort to adjust himself to the student. If every effort made to correct the situation fails, the trainee should be removed from training.

There may be cases where a trainee may be a strong leader within his own particular group. If he has the wholehearted support of his group and finds difficulty in getting along with an instructor, it may be mandatory for the instructor to adjust to this situation in order to fulfill his mission. The removal of the leader may not be the only disposal problem but may include the group as well, with a mission unaccomplished.

In any event, before any action is taken by the instructor, he must analyze the situation carefully and the consequences of his action.

- k. Fail to see any value in the course. The trainee may not have been convinced of the value of a particular course, if it has not been properly presented so as to inform him of its content, its usability and how the learning may be applied.
- l. Need individual help. In practically every class of any size there will be individuals who are unable to make normal progress. This may be due to illness, absence, inability to study, or the lack of native ability to learn. This is a difficulty which must be recognized early in each course, and a plan set up to assist these earnest, though sometimes backward, individuals over the stumbling places.

Instructor's problems. A second major problem in training management is that of the instructor's difficulty. Under this heading are discussed the things which an instructor does or does not do which make it harder for the trainee to learn. They are difficulties under the control of the instructor. Some of these are listed as follows:

- a. The problem of interpreters. For the instructor who does not speak or understand the required foreign language, the technique of teaching through an interpreter is one which he must master. With indigenous peoples, there are a number of principles which must be observed before this technique will produce the desired instructional results. Only experience in a particular situation will give the instructor full understanding and mastery of this problem. The following suggestions

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may be considered as a starting point for you, but by no means should you consider these a definitive list.

There is only one hard and fast rule in the use of an interpreter: he must be nothing more than a vehicle of communication between you and the students. Keeping him in this capacity is a major problem for you. Having designated him the interpreter, you will have given him preferred status among his people (or those whose language he speaks but you do not). Since he is human, performing as a robot will not be in line with natural, human tendencies. He will be anxious for recognition and approval from his group or will have purposes not consistent with yours. If you do not keep him a mechanical instrument of yours, there are many consequences, all adverse to your purpose, and leading to one thing--you will lose control of your students.

The following are some situations which can and have occurred.

- (1) The interpreter decides what is to be taught.
- (2) The interpreter colors the teaching with his own experience, imagination, and purposes.
- (3) The interpreter becomes an authority.
- (4) The interpreter ridicules and otherwise destroys the instructor's relationship with the students.

Remember, the rapport which you as an instructor must build with the students is accomplished to a great degree through the interpreter. If you lose control of him, you will likewise lose control of the students, thereby nullifying your instruction.

- (1) Choosing and preparing for the use of an interpreter. It goes without saying that you must have an interpreter who can translate your terminology. For example, missionaries have proved of little value in translating military subjects. In addition, the person chosen must have many of the characteristics of a good speaker or conversationalist. Such factors as his "standing" or "rank" within the group you must determine and evaluate as to their effect on your instruction and your relationship with the group. There are many factors to consider in the use of an interpreter. The following are some suggestions to guide you:

- (a) In your preparation, you must familiarize the interpreter with what is to be taught in each lesson, what you are going to do, and what you expect him to do.
- (b) The use of an interpreter doubles, at least, the required

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training time; therefore, it is suggested that you use short simple sentences and words which can be translated quickly and easily. Each sentence must contain a complete thought. The "excess fat" or the verbiage must be removed. Transitional phrases such as "for example," "in most cases," or any extensive personal accounts do nothing but confuse and waste valuable time. Do not indulge in local idioms unless you have a mastery of them.

- (c) If security permits, provide the students with written material. This will clarify your instruction and will provide an additional control of the interpreter since his translation can be checked.
- (d) Unless you understand the culture and the people well, avoid telling jokes. American humor may not be appreciated, in fact, may "bounce back in your face."
- (e) Use as many graphic aids as you can procure or make yourself.

In these situations the Chinese proverb is more than appropriate. You must show not tell.

- (2) The mechanics of using an interpreter. Based on the principle that the interpreter must remain your echo and nothing else in the instruction, the following are some suggestions on the mechanics of using them:

- (a) Before a group, it is probably best to locate him by your side so that your students are not shifting their attention. If you don't, it is likely that you will soon find their eyes fixed on him, not you. In a very small group or with only one trainee it may be advisable to seat him out of sight, possibly behind the student or group.
- (b) Speak and demonstrate to the group as if they understood you. This is most important! You must be enthusiastic and employ all the gestures, movements, and voice intonations and inflections that you would before an English-speaking group. There is much that can be conveyed through expressions. Your students will likely reflect the same amount of energy, interest, and enthusiasm that you convey to them--not what the interpreter gives them.
- (c) Insist that the interpreter "ape" you as closely as possible. Don't let him sabotage the student's enthusiasm through a less emphatic delivery.
- (d) Any questions from the group must be directed to you--not

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the interpreter. Insist that the students face and look directly at you. Require the interpreter to imitate the student, also. Never allow him to answer the student or carry on any additional conversation with the student.

- (e) In your demonstrations (and you should use many) distribute an outline in graphic fashion of the steps of the demonstration on a job sheet or information sheet, and give it to the student so that he may follow what you are doing. In some instances, particularly where you have some means of a full check on the interpreter, you may be able to conduct the demonstration while he describes what you are doing. This requires careful rehearsal.
- (3) Controlling the interpreter. Several suggestions have been made for the solution of the problem of controlling the interpreter. The preparation of your instructional plan, the arrangement of your training site, and the mechanics of using the interpreter must be based to a large degree on your need to control him. None, however, is valuable unless you have some continued or recurring methods of checking his translations. The following are suggestions for controlling the interpreter:
- (a) After you have been in a foreign country and worked with indigenous groups, you will acquire some knowledge of the language or languages used. If you can combine this with a close observation of the mannerisms and gestures of both the interpreter and the student, you may be able to arrive at some conclusion as to the accuracy of the translation and the integrity of your interpreter. This is not a dependable method.
  - (b) If practicable, have as much of your instruction as possible translated and given to your students in a written or printed form. This way your translator's work can be given to others to be checked.
  - (c) You may be in a position to utilize another non-American to check your interpreter. There are obvious pitfalls in this method.
  - (d) In some areas monitor teams have been provided on a periodic or demand basis to check the translations during instructional periods. These may be composed of Americans and/or non-Americans.
  - (e) The most desirable situation, however, is to have other American personnel immediately available for checking the translations.

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(f) If equipment is available, recordings should be made of the interpreter. Whether or not this is done with his knowledge must be determined by the instructor within a particular situation.

- (4) Summary. In training situations requiring interpreters, the training problems for the instructor are greatly increased. Not only is the training time doubled, but of more importance is the fact that instructors will find it extremely difficult to establish the necessary rapport with the students to make instruction the most effective.

The importance of this element of the problem cannot be over-emphasized in situations where the student will become an operative under the control of the instructor. The usual verbal means of testing students while instruction is in progress are awkward to apply or almost impossible to use through an interpreter.

The instructor must understand that this type of instruction requires thorough planning and preparation. Planning and preparation must include means of testing and controlling the interpreter. Many suggestions have been written, and it is hoped that you will fit these to suit the pattern of your instruction. If the instructor approaches every teaching situation with an enthusiasm and motivation for making his instruction effective, he will be assured of a high degree of success.

- b. Has not mastered skill and knowledge. Because the instructor has not mastered the skill and knowledge of a subject, the learner has difficulty in understanding and using to advantage that which is taught.
- c. Fails to improve his teaching. Unless he has learned how to use special methods and devices, the instructor will be unable to achieve effective results. As was stated previously, to improve his teaching the instructor should subject himself to self-analysis and seek appraisal from his fellow instructors.
- d. Lacks interest and understanding of students needs. The instructor may not care whether or not he teaches and may make no effort to find out why the learners are not interested in his subjects. He may try to handle the trainees as children or as adults beyond their capacities and be, in general, indifferent. He may not understand men and may not be in sympathy with the fellow who is trying to improve himself. Effective learning cannot be expected under such conditions.
- e. Lacks ability to analyze. The instructor may not know how to analyze

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his occupation for teachable content. He may not know how to arrange the content in proper sequence, and, in general, his material may be mixed, widely varied, unusable, and not at all applicable to the subject selected for the lesson.

- f. Is too technical. The instructor may use big words in teaching and present problems over the heads of the learners. He may entertain a group, but from a learning standpoint the class has gained little. It is doubtful if a lesson can be too simple in its language. The college graduate, when he first starts to instruct in technical subjects, is inclined to teach the way he has been taught. Simple, common sense, occupational terms must be used if the teaching is to be understandable.
- g. Is not a good manager of the class. The instructor may cater to the exceptionally bright student and neglect the average or less brilliant individual. He may attempt to discipline instead of manage the class. He may lack business-like dignity, may not be orderly in his manner of procedure and habits, may allow disturbances to occur within the group, and may fail to control discussion. Under such conditions the trainees are confused and learning becomes more difficult.
- h. Does not plan in advance. Where the instructor does not plan in advance, it is difficult for the learner to follow the instruction, because interruptions are bound to occur in getting equipment set up, selecting devices, and putting up charts. This delay and lack of preparation in advance reduces the effectiveness of teaching.
- i. Has not sold himself to the trainees. The instructor may have failed to gain the confidence of the group. They may doubt his statements, have no faith in his opinions, and, in general, discount him. He is supposed as the instructor of the group, to know his subject, to be able to teach it, and to command the respect of the group because of his successful experience in his occupation. In addition, he should be thoroughly familiar with the foreign culture and its implication and relationship to the training situation. The latter is an absolute necessity with anyone who is going to deal with foreign peoples.
- j. Does not have available training aids. Procurement requires planning in advance of the lesson. The instructor in charge should be consulted (if one is delegated) for available materials and given a schedule well in advance of the time the aids are to be used. If new charts, diagrams, and references are to be prepared, complete arrangements must be made early enough in the training program that there will be sufficient time for their preparation.
- k. Does not check training area. Checking by the instructor shortly

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before the beginning of the class is necessary to make certain that all arrangements have been completed. Submitting a request for a training film, a projector, an operator, and a room is not enough. The instructor must check his materials for demonstration before his students convene, and see that everything is in working order. His lesson plan should include notes on all equipment and aids to be used.

1. Need to know how to explain democracy. On many occasions trainees may want to learn or have explained the meaning of democracy. What is democracy? Can you justify any of the shortcomings of democracy which may be brought out by the group? It is imperative that all personnel in any overseas area be thoroughly familiar with the principles of democracy, its application to our life, and its advantages over other forms of government.

Administrative problems. The third major problem to be met in administration is that of the training situation. The difficulties discussed under this heading are those under the control of the administration of the training area. These major problems are the procurement and training of qualified instructor personnel, and all support problems ranging from the selection of a training area and the cover arrangements to the procurement of the special food items for the trainees. The accessibility of reference material, particularly in foreign languages, the interruptions of training which may result from administrative changes or climatic conditions, and the related activities in which all instructors are expected to participate are some of the factors to be considered in setting up a training program overseas. It may be impossible to eliminate some of these difficulties. All that can be done here is to describe some of these difficulties and offer some suggestions as to their solution.

- a. Unsatisfactory places for holding classes. It is unreasonable to expect to find the same facilities for training in various areas as are found in modern school buildings; however, every effort should be made to provide, as far as possible, suitable quarters for these classes. In some training areas separate buildings are provided. The point is, that, if the teaching is worth doing at all, an honest effort should be made to control conditions as far as possible, so that the time and effort put forth in teaching will not be wasted.
- b. Limited reference material. All training areas should have available reference material. This can be provided to a limited extent. In most areas difficulty may be encountered in ordering and receiving reference materials, particularly in the necessary foreign languages.
- c. Teaching equipment needed. Instructors can usually secure material for demonstration and other supplies needed from headquarters. The method for initiating and making requisitions for available material should be familiar to all instructors.

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- d. Size of class. Under certain conditions the class may be too large. This may cause disturbance, noise, and distraction of attention. No minimums or maximums can be stated definitely. The size of the class will be determined as a result of an evaluation of the training situation. This is an analysis of the group to be taught, the location of the training area, the available equipment, the subject matter, and the method of instruction to be used. To illustrate, a lecture may be presented to a large audience whereas in a demonstration of a particular skill it may be best to limit the group to three or four trainees.

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